

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITY AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
POST GRADUATE PROGRAM



**ASSESSEMENT OF THE ATTITUDE OF TEACHERS AND STUDENTS TOWARDS
USING LITERARY TEXTS IN ENGLISH CLASSROOMS: THE CASE OF ADAMI
TULLU HIGH SCHOOL GRADE TEN ENGLISH LESSONS GRADE TEN IN FOCUS**

BY:

GILE ABEBE YADETE

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MA IN TEFL,
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**

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Advisor:

MENGISTU ZELELEM (Dr.)

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly. The work was done under the guidance of Dr. Mengistu Zelelem at Adama Science and Technology University. Thus, I declare that this research is my own work and that I have acknowledged the work of others.

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Abstract

This paper examined the attitudes of teachers and students towards the use of literary texts as a facilitating tool in EFL classes at Adami Tullu High School. It also reviewed what possible reasons, if any, teachers would have for using or not using literature in the language classrooms. Although it has been argued that teaching literature enhances students' cultural understanding, facilitates critical thinking and improves language skill, all the advantages to be obtained by the use of authentic literature seemed lacking in many classrooms at present. Thus, the present study tried to assess the reasons for not using literature in language classrooms and the major factors for choosing inappropriate genres of literary texts in such classes were reviewed. The study was carried out in one high school classrooms which had 450 Grade ten students and eight teachers of English. Moreover, the study attempted to review how much compatible the classroom activities were, what views and attitudes the teachers and the students have towards literary texts and what kind of literary materials teachers preferred to use in their EFL classes were also investigated in the study. In view of this a mixing method research design was adapted to collect both qualitative and quantitative data using three research tools, namely students' questionnaires teachers' interviews and classroom lesson observation. The set of questionnaires were used to gain primary quantitative data about views and attitudes of the participants towards the learning of EFL through literary components. The semi-structure interview guide was employed to obtain independent data from teachers as to their preferences of literary texts. The two sessions each classroom observations were carried out to assess the types of literary texts actually used during the lessons. The data obtained were computed with the help of descriptive analysis. The results revealed that both the teachers and the students had negative attitudes and views using the existing literary texts in the course book. Based on the findings, recommendations were forwarded to further increase students' motivation and attitudes towards the use of literary texts and to improve their use of these texts for the lesson thereby to bring about improvement in students EFL skill proficiency.

Keywords: literature, language skills, foreign language teaching, target language, Literature in Language classroom, attitude, critical thinking; cultural awareness.

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CHAPTER ONE

BACKGROUND AND INTRODUCTION

1.0 Introduction

This chapter presents the following major sections and sub sections. The first section begins by providing the background of the study thereby to place the study in context. The next section provides the statement of the problem and the objectives designed to conduct the study. Following this come the research questions and the possible significances of the study to concerned bodies. What finally come are the delimitation, limitation and the organization of the thesis.

1.1 Background of the Study

Teachers' and Students' attitude is one of the main factors that determines success in language teaching and learning. Attitudes towards the target language, its speakers, the learning context and the type of texts all play significant part in explaining their success or failure (Ariogul, 2001). However, attitudes towards foreign language learning do not remain static; they can be changed. Attitudes towards learning foreign language through literature could be also changed if its contents meet certain cultural and aesthetic standards of the teachers and students. It could also be achieved through implementing better teaching strategies such as encouraging students to involve more in the lesson by selecting materials based on the students' interest, and integrating literature with language syllabus (Cruz, 2010).

To avoid dissatisfaction and students' lack of participation in literature classes, it is vital to ensure that the language of the literary text matches students' proficiency level. In addition, there could also be a match between the linguistic expectations in the language syllabus with that of the literature components syllabus (Ganakumaran, 2002: 65). Literature is one of the resources in language teaching and it has been an element of language curricula for many years (ibid). In Ethiopia, for instance, English is being thought as a subject from Grade One and serves as a medium of instruction from grade nine through college and universities nationwide (Amlaku, 2012).

Similarly, in the current Ethiopian situation, using literature in EFL classes is being given less emphasis in and more attention is given to grammar, dialogues and conversations, which they found are more practical and visible in the real world situation. In the light of this, this study aims to investigate teachers' and students' attitudes towards the use of

literary texts in the EFL lessons mainly because it is argued that literature is so much useful to develop students' skills in the target language. With respect to the benefits literature provides to students' language development, Fowler (1965:217) writes:

Literature is the record of the attempt of writers to express and to communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature deals with the life of man in moments of crisis and anguish, with his innermost thoughts and his deepest loves and hates, with his courage, honor, hope, pride, compassion, pity, and sacrifice.

The above discussion of literature highlights the important roles that literature plays in the language classroom. These feelings are expressed through language and the use of language in EFL classroom evokes personal response in the reader or listener. However, it is true that literary styles and structures may create some problems for students in trying to comprehend literary texts (Davis et al, 1992). Besides, if, for example, the writer is from a different background, students need to be aware of the cultural norms in the author's world so that they will be able to identify language deviances used and their significances.

Moreover, students also need a good grasp of the target language to appreciate choices and deviances in the text. It is also argued that literary texts are generally disliked due to the abundance of figurative language which students fail to interpret (Çubukçu,2001).

Furthermore, linguistic structures especially in literary texts can be confusing, such as, the use of irregular punctuation, the use of capital letters and even the organization of ideas, too. Due to this and other factors, students may feel that literary text contributes very little to their language development compared to other sub skills, such as, grammar or vocabulary.

Thus, when students encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their own culture, which might result in inappropriate cultural representation. Besides, when it comes to cultural values, the topic of the texts can be remote to the students, not only in terms of experience but also historically, geographically or socially. In such case students prefer reading texts that address issues of youth, relationship and changes in social values (ibid).

In spite of all these and other problems, the benefits literature gives to the learning of any language are innumerable. To this end, language teachers are also aware of the benefits of

using literature in language classrooms. This truth is left to theory not to practical use of literature in language classrooms. For this reason, the purpose of the present paper is to “re-highlight” the use of literature in language classrooms and to create awareness among EFL teachers to use literature in classes. Therefore, the focus of this research was assessing the teachers’ and the students’ attitudes about the use of literature in the language classroom at Adami Tullu High school.

1.2 Statement of the Problem

Although including literature in the language curriculum is very significant to teach any language including English, many language teachers as well as students have not been using literary contents appropriately to make their language teaching and learning effective through the use of literature. Similar to other countries, in Ethiopian EFL class, for instance, the primary source and channel of having exposure to the target language is through a textbook that a teacher has to follow. In the Ethiopian context, literary texts are now parts of the English language syllabus. As a result, different grade level text book writers tried to include different kinds of literary texts.

These English language text books are not as such simple materials which can be shaped and modified in the hands of teachers as it should be. Thus, mainly because of heavily centralized education system, unfortunately a material forces the teachers to rely only on it and formulates the teaching and learning activities. The centralized education system together with the nature of national exams are responsible to strictly control the syllabus in the Ethiopian context and thereby leaving almost no room for teachers to play any role either in the selection or adaptation process of the text book.

Literary texts should be selected carefully so that vocabulary, grammar and other linguistic elements, represented by them should be suitable for learners’ levels. This is based on the premise that teachers should be flexible to choose and adapt the course book in line with their own settings and needs. From the teacher's perspective, teaching using a literature based approach can be more difficult than using other approaches. Hence, teachers may find it challenging, since literature-based approaches inherently have less structure than many other approaches. Moreover, it is quite common to observe teachers struggling with effectively assessing students’ progress due to lack of using appropriate literary texts for the lesson.

The problem related to not using literature in their textbook is also observed among students, too. Usually, students of EFL do not welcome literary texts in their studies since they find learning a new language through dealing with those texts hard and complicated, and, in a way, fruitless. Moreover, the students would also be considered literary texts as not having much contribution to the development of their language skills. The teachers and students' attitudes may be one of the reasons why they use or avoid literary texts in the teaching and learning of EFL contexts.

1.3 Objectives of the Study

In an attempt to conduct the study effectively, the following general and specific objectives were designed.

1.3.1 General Objective

The general objective of this study was:

- To explore teachers' and students' attitudes towards the use of literary contents as instructional resources as provided in the textbooks for the teaching of EFL the lesson.

1.3.2 Specific Objectives

The following specific research objectives were designed with the aim to be achieved at the end of the study to:

- identify possible factors that affected the proper utilization of literary texts from the textbooks.
- explore teachers' and students' attitudes of the uses of the different literary genres for EFL lessons.
- review the extent to which literary texts in the text book were used by teachers for the EFL lessons.

1.4. Research Questions

Attempts were made to address the following sets of research questions, concerning teachers' and students' attitudes towards the use of literature from the text book in EFL lesson.

1. What were the attitudes of EFL teachers and students in using literary texts during the lesson?
2. What possible factors affected the proper utilizations of literary texts during the lesson?

3. How often did the teachers use literary texts for the lesson?

1.5 Significance of the Study

It is obvious that literary texts provide lot of opportunities for students to practice the language items that they have been taught in language courses. Thus, the result of the study was aimed to serve and to increase awareness of the teachers to effectively implement literary texts in the classes they are teaching.

Second, the result of the study was expected to help the students to review the use of literary texts for improving their communicative ability of English language and to use them as stimulation for creative and literary imagination as well as to develop their appreciation of literature. In addition, the finding from the study would also influence students to recognize the reasons why literary texts were included in English language syllabus and how they would help enhance their language proficiency.

Third it was also hoped that textbook writers, curriculum designers and educational experts would use the result of the study in proposing more suitable textbooks to be used in schools and to include more tasks on literary contents in the text book they would design.

Moreover, the finding of the study was hoped to create self-awareness among EFL teachers and students of Adami Tullu High School in order that they could observe their position and to take affirmative measures if necessary. It would also initiate students of Adami Tullu High School that they could make a great effort for their communicative English Language skill. Finally, the finding would also serve as a stepping stone to other researchers who would have the interest in conducting further study in this area.

1.6 Scope of the Study

The study was conducted at Adami Tullu High School, which is found in Oromia Region, East Shoa Zone, Adami Tullu town about 100 kilometers far from Adama town. The study tried to assess the views of Grade Ten teachers and students of English towards literary texts and their uses in English language classrooms as of the 2015/2016 academic year.

Grade ten was selected for the study mainly because students of this grade level were assumed to have better exposure to English language than Grade Nine students. Hence, as there were nine sections of Grade Ten in the school, five of the sections were taken for the study using the appropriate techniques.

In addition, as there were about 450 students who were attending their lesson in the morning and afternoon shift in the school, ninety - nine randomly selected students were the target samples of the study. However, the study was limited to the literary texts and their exercises in the text book of Grade 10 English for Ethiopia as the textbook and teachers' guide were the only classroom resources.

1.7 Limitation of the Study

The researcher would wish to increase the student sample size, number of classes and the research instruments. However only 22% of students participated in the study and only two methods were used to conduct the research. Moreover , only two classroom observations were made with each of the five teachers. That means only ten classes were observed . In addition , there was no adequate locally conducted researches to assist the research with references.

1.8 Organization of the Study

This research focused on the teachers' and the students' views about the use of literature in the language classroom at Adami Tullu High school. Although language teachers are aware of the benefits of using literature in language classrooms in theory, they do not use it practically. For this reason, the purpose of the present paper is to “re-highlight” the use of literature in language classrooms and aware the teachers to use it in classes. This research describes various approaches to teaching literature and provides a rationale for an integrated approach to teaching literature in the language classroom based on the premise that literature is language and language can indeed be literary. Wherefore, this study was conducted in 2016 academic year, at a school in Tullu town by the participation of 99 students and 6 teachers. Data collection of the study was descriptive which was made of an attitude questionnaire towards the use of literature, namely in language classrooms. It was found that there were negative attitudes towards literature integrated lessons. The findings of the present study may be useful for language teachers, text book writers, syllabus designers and language learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the discussions of related literature to the present study including similar studies carried out. Thus, the chapter begins by providing the definition to the term literature and its historical view. Then, it provides reasons of using literary texts in foreign language classes, as well as the relation between literary works and language skills. It shall also list the advantages of teaching different genres of literature, and factors for choosing appropriate works of literature in training an EFL. Finally, it describes challenges and difficulties in using literary texts.

2.1 Definition of Literature

There are several definitions of literature from different points of view. Therefore, it is better to approach the issue of how a work is considered as literature by bringing together some views and arguments relating to the question.

As Cruz, (2010) notes, the term literature comes from the Latin word “littera”, meaning letter and “litteratura” meaning the knowledge of reading and writing. Lombardi (2013), on the other hand, defines literature as a work that uses creative thinking in expressing thoughts and ideas. Ha (2002) argued that literature is not always fiction; in fact, it is the production of certain reality. This means that literature as a subject provides anyone including students with real life experiences and the means for interactions with the society where the target language is used. Therefore, it enhances the students’ understanding of the language much better.

Generally, literature can be defined as one of the authentic materials that can be used in both language teaching and learning contexts. Literature can also be taken as a medium for the students to develop their appreciation of different language systems. This is mainly because, for one, it encourages the students’ interpretations of what they read and for the other; it enhances their language and communication skills.

2.2 Historical Review

Literature and language are closely related. Brumfit and Carter (1996) have emphasized the role of literature as “an ally of language”. This means that literature has been a widely used teaching tool in different language teaching methods. In the grammar translation method, for instance, literature was the central component of any language study. Literary texts of the target language were read and translated, used as examples of good writing and

illustrations of the grammatical rules. The focus of this teaching method was on form, on learning the rules of grammar and the lexical items as they appeared in the text.

After this method fell in misuse, literary texts also went forgotten for teachers of second languages (ibid). According to Lazar (1993), for the structural approaches to language teaching, literature was discredited as a tool, because it represented the old tradition. The functional-notional method ignored literature because in this method the importance lies on communication and they present authentic language samples (ibid). Literature was not considered either to have a communicative function or to be authentic example of language use.

Nonetheless, in the last decade or so, the interest in literature as one of the most valuable language teaching resources available has revived remarkably (ibid). But the current approach to language teaching and learning, which is communicative approach, sees that reading literature as the one way of the realization of principles of developing communicative competence.

2.3 Reasons for Using Literary Texts in Foreign Language Classes

The purpose of using literature in a language classroom is to make the class interactive and it can be stated that an interactive class can improve communicative competence of the learners and keep a lasting impact on their mind (Hall, 2005). Such a class can enhance the critical thinking abilities of the learners and at the same time maintain a learner centre environment (ibid). Literary texts are rich sources of classroom activities. Therefore, the uses of literary pieces play significant roles in EFL. It encompasses every human dilemma, conflict and desire. It demands personal responses from the learners and encourages them draw on their own experiences. By doing so, learners become more personally responsible in the process of language learning.

The use of literature is to focus on the positive contributions of a literary text as it exposes the learner to different types of language use. According to Çubukçu, (2001). an attractive and enjoyable literary work that conveys learners' feeling or emotion can touch their heart instantly. Consequently, the language class becomes interesting. The dialogic nature of literary pieces paves the way for individual learner's response to a particular piece of

literature that ensures his or her use of creative ability through language (ibid). Thus, it gives the teacher an opportunity to open a broad context of language use for the students. According to Collie and Slater (1990:3), there are several main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. They added in addition to these main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context. The main reasons for the teaching of literature have been consistently advanced. Each embraces a particular set of learning objectives for the student. These are:

2.3.1 Valuable Authentic Material

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Thus, in a classroom context, learners are exposed to actual language samples of real life like settings. According to Davis, (1992), in reading literary texts because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings. Proponents of literature-based instruction usually focus on the importance of using authentic literature that helps the learners by introducing them to different cultures and social structures.

Authenticity is a criterion considered highly essential in the current literature in TEFL (Khatib,et.al 2011). A TEFL textbook topic contents are often unreal in the sense of irrelevant to the learners. The artificial nature of the language and structures used, make them very alike anything that the learner will encounter in the real world and very often they don't reflect how the language is really used. Berado (2006) states:

One of the main reason for using authentic materials in the classroom is once outside the safe, controlled language learning environment, the learner will not encounter the artificial language of classroom but the real world and language how it is really used.

According to Richard,(2001:145), authentic texts are real-life texts, not written for pedagogic purposes. Berado (2006) also indicates that the sources of authentic materials that can be used in the EFL class are infinite. This writer proposes four factors worth taking into consideration when choosing authentic materials for the classroom. These

factors are: suitability of content, exploitability, readability and presentation. He believes that the main advantages of using authentic materials in the classroom includes: Having a positive effect on student motivation, giving authentic cultural information, exposing students to real language, relating more closely to students' needs, and supporting a more creative approach to teaching.

Cruz (2010) believes that literature as aesthetic recreation can be considered a much more authentic source in the enrichment of language. He says literature can be regarded as a rich source of authentic material, because it conveys two features in its written text: one is language in use, that is, the employment of linguistics by those who have mastered it into a fashion intended for native speakers; the second is an aesthetic representation of the spoken language, which is meant to recover or represent language within a certain cultural context.

Literature as the authentic material, informs the diverse forms and functions of written language (Hadaway, 2002). These are what shall make us willing to use authentic materials in EFL class, but opponents believe that while using them, it is inevitable that we face some problems. Martinez (2002) cited in Berardo (2006) writes that the negative aspects of authentic materials are that they can be too culturally biased; often a good knowledge of cultural background is required when reading as well as too many structures being mixed.

2.3.2 Cultural Enrichment

The debate about whether or not to include culture in a language class is of long past.

Paran, (2008) in his book 'Language' acknowledges the close relationship between language and culture, maintaining that they were inseparable related; so that one could not understand or appreciate the one without knowledge of the other (ibid). The main aim of cultural teaching, as recognized by most scholars today, is to develop student's intercultural understanding and help them with intercultural communication.

Despite the recognition of the importance of culture in language class, the teaching of it has still remained limited (Paran, 2008: 205 -210). One of the main reasons for that is the issue of designing a cultural syllabus and choosing appropriate materials. Sell (2005) argues:

It is unsurprising that perhaps the foremost defense of literature teaching in the EFL class is that it fosters awareness of cultural, ethnic, religious, racial etc. diversity and sensitizes

the young to contrasting perspectives, concepts and world views, such sensitivity being vital to life in community in the global village.

According to Khatib et.al., (2011), literature deals with universal concepts such as love, hate, death, nature, etc. that are common to all languages and cultures. The similarity and differences between cultures and languages can further our understanding of the whole world. Sell (2005) added that; teaching literature provides learners with a cultural competence, to build effective identities and enhance the effectiveness with which they participate in that culture. So, it is not necessary to ignore the cultural benefits of studying literature, since literature can tell us different kinds of culture about which it is talking.

According to Daniels, (2002) cultural enrichment requires learners to explore and interpret the social, political, literary and historical context of a specific text. By using such a means to teach literature it does not only reveal the universality of such thoughts and ideas but encourage learners to understand different cultures and ideologies in relation to their own.

Through literature students get to know the background not only of the particular novel but also they learn about history, society, and politics of the country described in the novel or in the story. By experiencing this, they open themselves to understanding and appreciating ideologies, traditions, feeling, and artistic form within the heritage the literature of such cultures. Learners are encouraged to express their opinions, feelings and make connections between their own personal and cultural experiences and those expressed in the text (Parman, 2008: 205 -210).

Though the world of a novel, a play, or a short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. Alene (2012 :11) A reader can discover the way the characters in such literary works see the world outside that is thoughts, feelings, customs, traditions possessions, what they buy, believe in, fear, enjoy and how they speak and behave in different settings. This colorful created world can help learners to feel for the codes and preoccupations that shape a real society through visual literacy. Literature is perhaps best regarded as a complement to other materials used to

develop the foreign learner's understanding into the country whose language is being learned.

2.3.3 Language Enrichment

According to Carter and Long (1991), such an approach enables learners to access a text in a logical way in order to exemplify specific linguistic features, such as, literal and figurative language, direct and indirect speech. This approach goes with the strategies used in language teaching like, prediction exercises, jumbled sentences, summary writing, creative writing and role play activities in order to serve specific linguistic goals.

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. Murdoch, (2002) argues that through literature students learn about the syntax and discourse functions of sentences, the variety of possible structures and different ways of connecting ideas which develop and enrich their language skills.

Turker (1991) argues that literature with its extensive vocabulary and complex syntax can expand all language skills of the learner. So, through the medium of literature we can provide EFL learners with language experiences that will not only motivate and foster oral language, but also deepen their awareness of the target language in its written form. Turker (1991) also argues that because literature presents natural language, language at its finest, thus can foster vocabulary development in context.

2.3.4 The Personal Growth

The personal growth (personal involvement) focuses on the personal pleasure and emotional gain that students can get by reading literary texts and how an effective reading of literature helps them to progress and mature as individuals (Carter and Long 1991). It requires students to relate and respond to the themes and issues by connecting them to their personal life experiences. This model encourages learners to draw on their own opinions, feelings personal experiences and it is more of learner centered. It aims for interaction between the text and the learner of EFL, by making the language more memorable. Cadorath and Harris (1998:188) argue that using only students' textbooks cannot easily bring the intended result; it only provides direction for the reader to construct meaning

from the reader's own experience. Thus, learning is said to take place when readers are able to interpret text and construct meaning on the basis of their own experience.

According to Berardo (2006), helping students to read literature more effectively is helping them to grow and mature as individuals as well as their relationships with the people around them. To encourage personal growth, the teacher has to select texts to which students can respond, use their ideas and imagination creatively.

Murdoch, (2002) pointed out that students become eager to find out what happens as events unfold via the climax; they feel close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, to the expectations and interests and to the language level of the students is evident.

As Maley (1989:12) lists, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some of the reasons for regarding literature as a resource in the language classroom and how it helps a learner to progress and mature as individuals. Thus, the following sections are dedicated to the discussions of these for regarding literature as a resource in the language classroom and helps learners' progress in the language.

1. Universality

Because we are all human beings, the themes literature deals with are common to all cultures despite their different way of treatment, such as, death, love, separation, belief, nature ...etc. These experiences all happen to human beings.

2. Non-triviality

Many of the more familiar forms of language teaching inputs tend to trivialize texts or experience. Literature does not trivialize or talk down. It is about things which mattered to the author when he wrote them. It may offer genuine as well as merely authentic inputs.

3. Personal Relevance

Since it deals with ideas, things, sensations and events which either constitutes part of the reader's experience or which they can enter into imaginatively, they are able to relate it to their own lives.

4. Variety

Literature includes within it all possible varieties of subject matter. Within literature, we can find the language of law, medicine and of church ceremonies.

5. Interest

Literature deals with themes and topics which are intrinsically interesting, because part of the human experience, and treats them in ways designed to engage the readers' attention.

6. Economy and Suggestive Power

One of the strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Since it suggests many ideas with few words, literature is ideal for generating language discussion. Maximum output can often be derived from minimum input.

7. Ambiguity

As it is highly suggestive and associative, literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text. In teaching, this has two advantages. The first advantage is that each learner's interpretation has validity within limits. The second advantage is that an almost infinite fund of interactive discussion is guaranteed since each person's perception is different (Maley, 1989:12). It means that no two readers will have a completely convergent interpretation establishes the tension that is necessary for a genuine exchange of ideas. Apart from the above mentioned reasons for using literature in the foreign language class, one of the main functions of literature is its sociolinguistic richness. The use of language changes from one social group to another (ibid). Likewise, it changes from one geographical location to another (Daniels, 2002).

A person speaks differently in different social contexts like school, hospital, police station and theatre (i.e. formal, informal, casual, frozen, intimate styles speech). The language used changes from one profession to another (i.e. doctors, engineers, and economists use different terminology). To put it differently, since literature provides students with a wide range of language varieties like regional dialects, jargon, etc, it develops their sociolinguistic competence in the target language. Hence, incorporating literature into a foreign language teaching program is an important source for reflecting the sociolinguistic aspects of the target language.

2.4 Literary Works and Language Skills

As Collie and Slater et al. (2005: 5) note, literature helps students to develop their language skills. Literary texts play important roles in order to motivate students to learn and develop the four basic language skills: reading, writing, speaking and listening. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences (ibid). It means that when using literature in the language classroom, skills may not be taught in isolation but in an integrated way. Alene (2012:13) added, the study of the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of different systems of language organization. An interesting short story or a poem can touch the students' hearts instantly and leave an indelible impression upon their minds. Moreover, the dialogic nature of literary texts ensures learners use their own creativity and drives away the traditional language classes. Literary texts offer potential benefits in ESL instruction in many ways. Linguistically, it has the potential of serving as the central focus of a unit of study in the classroom where ample activities involving the application of the basic language skills and language areas are very popular within the field of foreign language learning and teaching practices. Literature is rich with innumerable authentic material of language for the development of reading, writing, speaking and listening skill (ibid).

2.4.1 Literary Works and Speaking Skill

Literature can be a valuable source for teaching speaking skill. Activities such as oral reading, role-playing, dramatization, and discussion can be considered as the ways through which language teachers can improve the students' speaking skill. In the literature class, the teacher can exploit the literary texts to enhance the students' communication skills. Oral comprehension check questions, role play, survey, debate, etc. are some effective activities to improve the students' speaking abilities and at the same time maintain their interests and involvements (Hall, 2005). Hong (2005) listed out the possible kinds of activities that could be taken place while learning speaking and listening skills through literature.

2.4.1.1 Speaking Activities

In the literature class, the teacher can exploit the literary texts to enhance the students' communication skills. Oral comprehension check questions, role play, survey, debate, etc. are some effective activities to improve the students' speaking abilities and at the same time maintain their interests and involvements.

1. Making Connections.

These questions enable the students to approach the literary text in a flexible way and to link what they have read with their own cultural and societal values. The students are asked to share their views on the controversial issues which are raised in the literary texts.

2. Debate

By employing this kind of activity, the students will have a chance to share their views with their classmates, or present their arguments logically and confidently and the teacher will also have a chance to observe the students' linguistic competence.

3. Role play

The students are asked to act out a favorite part in the story. This activity can enhance the students' communication skills as well as their creativity. Moreover, role play is considered to be an interesting activity in which the students can develop the story in their own way, and write their own dialog. This makes the classroom atmosphere become stimulating for all of the students and enhance the students' appreciations of a literary work.

4. Presentation

Presentation enables the students to enhance not only their linguistic competence but also their public speaking skills (Cruz,2010). The teacher's role is a facilitator who helps the students discover the richness of the language and encourage them to love for learning and reading literature. As for the role of the students, by implementing such activities, they will become active participants in the classroom.

Cohen (2000) suggested that knowing what the students need, and lack in their study of literature is a key of success. When put in the hands of creative and resourceful teachers, literature can provide students with a rich source for language development and offer a host of pleasures both for teachers and learners (ibid).

2.4.2 Literary Works and Reading

Literary texts support the development of reading skills because reading texts require interpretation and thus an interaction between the reader and the text. Reading in literature is a combination of reading for enjoyment and reading for information (Alene 2012:14).

Berardo (2006) also believes that literature as an authentic material can improve reading skill. From his point of view, reading is considered to be an ongoing interaction, going beyond the physical context of the text, looking for meaning as well as processing information. In reading classes, discussions can begin literally by asking questions about setting, characters, and plot of selected texts (ibid). When learners have literal understanding, then they can go to the inferential level in which they should have some investigations and interpretations of the characters, settings, and themes as well as the author's point of view. After understanding a literary text both literally and inferentially, learners should be ready for a group work in which they can share their assessments of the work. The individual evaluation motivates the learners to activate their imagination about the work and even find some solutions to their problems.

Brumfit and Carter (1986) suggested that EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work (Stern 1991:332). That is to state that they share their evaluations of the work and their personal reactions to its characters, its theme, and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. Discussion deriving from such questions can be the foundation for oral and written activities.

2.4.3 Literary Works and Writing Skill

Literature is a valuable and reliable source for developing writing skills in foreign language classes. It provides the learners with a model that provokes them to write like the

original work in content, theme, style and organization. Also, literature embodies variety of themes to write and it can give enough ideas to the learners to start their writing with. Literature can be a powerful and motivating source for writing in EFL, both as a model and as subject matter (Paran (2008)). Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style (ibid).

Literary texts can be a powerful and motivating source for writing in ESL, both as a model and as subject matter. Literature acts as a model when students are asked to write similar to original work or clearly imitate its content, theme, organization and style. Based on literature as subject matter it can be “on or about” the literary text and out of literary text. The latter one uses literature as a springboard for original composition, which, in turn, enhances language learning. The learners can be asked to report the contents of the text or reproduce what one character thinks of another or write about their own reaction to the similar situation (Alene 2012 :14).

2.4.4 Literary Texts and Listening Skill

As Lazar (1993), students can develop their listening skills by listening to the recorded literary materials. For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels. Listening to literary makes one substantially alert not only to pronunciation, sentence formation, and tone of the speakers but also to the possible errors in their speech and dialogues. Shang (2006) argued that the musical elements in poetry stimulate the learners’ desire for approximating their speaking patterns to the native speaker norms by relating to the principles of rhythm, rhyme, and intonation.

2.5 Advantages of Teaching Different Genres of Literature

In the following sections, attempts are made to provide a brief discussion on the advantages of using different genres of literature for the teaching and learning of English language.

2.5.1 Use of Poetry in Teaching Language

Poetry is a significant genre for teaching and learning language. Cubukcu (2001), lists some benefits of teaching poetry for language learning as follows: Providing learners with different viewpoints towards language applications; motivating the learners for personal

interpretations and explanations; evoking emotions and ideas in mind, and making the learner familiar with figures of speech. Using different types of poetry helps learners become familiar with different kinds of language applications as well as different poetic styles (ibid).

2.5.2 Use of Short Story in Teaching Language

Short story can be seen as a significant genre for teaching language. According to Sage, (1987) in short stories, characters play authentically and symbolically, as individuals do in their daily life. Ariogul, (2001) added, considering short story in foreign language classes has advantages such as facilitating the learners' reading task because of being short and simple in comparison with other literary genres. Furthermore, offering a world of wonders and mystery; developing critical thinking ability; making the learners feel comfortable and free it uses to promote the learners' attitudes and knowledge on different cultures. Briefly, the application of short fiction is very influential in foreign language classrooms. Also, short stories, like other genres of literature, develop the cognitive analytical ability (Sage, 1987).

2.5.3 Use of Drama in Teaching Language

By using drama, the learners can learn the application of language. Drama can raise the learners' awareness towards the target language and culture. The teachers can use drama to promote the learners' comprehension of life experience (Sarıçoban, 2004). The advantages of teaching drama, as Lenore (1993) observes, are as follows: stimulating the imagination and promoting creative thinking; developing critical thinking ability; heightening influential listening skills; increasing the learners' understanding and awareness; providing the instructors with a fresh perspective on teaching; developing creativity, originality, sensitivity, flexibility, cooperation, and communication skills; helping the learners develop their level of competence with respect to their receptive and productive skills, and helping the learners develop new opinions and thoughts. The use of drama can be a very influential way in communication-based language teaching. Authentically, drama helps the learners develop their understanding of the verbal as well as non-verbal features of the target language.

2.5.4 Use of Novel in Teaching Language

Novel can be a very rich source for developing linguistic structures as well as learning the target language. Choosing the appropriate novel can give the learner enough motivation to learn the target language. Hall (2005) writes that using novel for learning a foreign language can have the following benefits: developing the learners' knowledge about different cultures, traditions, societies, and people; offering real life like settings; giving the learners the chance to use their creativity; improving critical thinking ability; stimulating the learners' imagination and developing both oral and written language skills.

When selecting a novel for teaching language, the teacher should consider whether the novel has an interesting story that motivates the entire class. Moreover, characters, themes, and settings of a novel should be considered in selecting a novel (Hall, 2005). Particular themes, ideas, and concepts that are developed in language classes should also exist in the novel. Totally, using an appropriate novel raises motivation and interest in learners (ibid).

Although some learners may think reading a novel is boring, it can be an influential tool for developing reading comprehension skills and building vocabulary. In fact, reading novel broadens the learners' horizons, and makes them aware of other cultures, and also develops their intercultural communication skills (ibid).

2.6. Factors for Choosing Appropriate Works of Literature in Training an EFL

Collie & Slater, (1990) suggested that factors such as culture, interest, motivation and language difficulty level of the students should be considered when a language instructor wants to select a literary text for a foreign language classroom. Reading literary texts has valuable effects on the learner's linguistic knowledge when it is interesting and meaningful. Selecting texts about the real-life experiences, desires and emotions of the learners is also significant (ibid). Simple language of a literary work can facilitate the understanding of the literary text. Other factors like enjoyment; pleasure and fun all help learners treat the linguistic problems that sometimes are serious in less interesting materials.

2.6.1 Criteria for Material Selection

Murdoch (2002) believes that if literature text selected and exploited appropriately, it can provide quality text content which will greatly enhance EFL courses for learners. The essence of any literary experience could be an examination of how the text provokes an intersubjective experience that generates reading and interpretations. Text selection is a

crucial factor (Maley, 2001: 184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation. McRae (1997) also says that careful text selection is fundamental to the successful use of any kind of representational materials (1997:49). Collie and Slater (1994) suggest that text selection depend on each particular group of students, their needs, interests, cultural background and language level (1994: 6). Lazar (1993:52) also talks about some criteria. Combined criteria from all the sources mentioned above are formulated in the students' cultural background, linguistic proficiency, literacy background, and suitability of the text.

2.6.2 Criteria for Selection of Classroom Activities

Language teachers have a much wider responsibility than the mere teaching of a language system; they need to bear in mind the education of the whole child when planning their teaching programme. Systematic criteria for selection of classroom activities are at the heart of this responsibility. According to Paran (2008) some points to keep in mind while designing the activities for the students in the language classroom using literary texts as the material are: The activities should be simple enough for the children to understand what is expected of them, the task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work. The activities should be largely orally based (reading aloud, recitation so on). The kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve coloring, cutting and pasting, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value. Thus, Paran (2008:95) provides an enlightening guideline for language teachers of children learners.

One criticism of using literature in the EFL classroom deals with the overuse of what is called the traditional canon those famous, classic, award-winning literary works that often contain language that is difficult for a learner of English to comprehend. As Brumfit, (1981) noted, although not all literary classics are too difficult for EFL classes, the point for teachers is that they should consider literature that students can access and relate to. In choosing acceptable texts for the EFL context, there are several things to consider. First is the difficulty of the vocabulary and syntax, and teachers should look for works that match the level they are teaching. Other things that make literature difficult are the historical,

social, and political references that add complexity for non-English speakers (ibid). The students' cultural unfamiliarity with texts causes problems and makes the students writing down aspects of the analysis. The teacher, who speaks mostly in the students' native language, monopolizes a large part of the classroom time, which is an unproductive way to learn English.

The combination of difficult language and cultural material creates passive students and negatively affects their motivation due to the lack of enjoyment or benefit from the experience. An American teacher with experience in teaching literature in Vietnam correctly summarized the type of texts used with the New Criticism approach: "They are too long, too linguistically difficult, too culturally or historically unfamiliar, and have few or no points of connection with students' lives."

2.7. Challenges and Difficulties in Using Literary Texts

Even though literary texts offer many benefits which make literary texts worth being included in language program, teachers and learners see literary language as problematic.

This is because, it does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected way (Lazar, 1990 in Alene 2012 :21), and it includes vocabulary, grammatical structures, and syntax considered to be too complicated (Duff and Maley, 1990:7).

The length of the text can be seen as the major difficulty apart from the linguistic difficulty. Concerned with culture, they claim that culture does offer difficulties in a way that it is impossible for the outsider to share fully the range of references of an insider. Most literary works make reference to things outside themselves and are thus liable to interpretation, or, variable misinterpretation. However, they contend that such variable interpretation makes literature interesting (ibid).

The other problems in using literary texts are concerned with conceptual and acceptance difficulties. Conceptual difficulties refer even though the language written in the text is simple, students may still find it hard to make sense since they are not able to perceive the ideas the text conveys. Whereas acceptance difficulties is concerned the most instinctive negative reactions we experience towards certain types of text or certain authors (ibid).

It is likely that some teachers may have negative attitudes towards using literature in the class because their main goal in language teaching is to teach the grammar of the language (McKay, 1982:529). Similarly, (Rodhika, O', 1991) raised the Linguistic difficulty of the text and the background knowledge about English language and culture to interpret some literary texts are the major difficulties in EFL classroom (Rodhika, 1991). However, literary texts remain an unavoidable tool in the hands of language teacher. It is in the teacher's domain as what to teach and how to teach and how to use poetry, drama, prose, short stories or novel for language teaching (Sujata, 2009). A text which is extremely

difficult in linguistic or cultural levels will bring few benefits. For these several solutions have been suggested in regard to the problems of linguistic or other difficulties.

The above subject is another point of controversy which has been pointed out by some experts. McKay (1982) believes literature's structural complexity, and unique and sometimes nonstandard use of language precludes the teaching of grammar which is one of the main goals of language teachers (Berardo 2006). Difficult language, complex language structure and unneeded vocabulary are the problems that Richards (2001) counts for authentic material like literature. Berardo (2006) notes that the biggest problem with authentic material is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty.

In sum, Savvidou (2004) summarizes the reasons that few experts argue against teaching literature as below:

Literature is particularly complex and inaccessible for the foreign language learner and can even be detrimental to the process of language learning. It is difficult to imagine teaching the stylistic features of literary discourse to learners who have a less than sophisticated grasp of the basic mechanics of foreign language. The creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and lexis may be manipulated to serve orthographic or phonological features of the language. The reader requires greater effort to interpret literary texts since meaning is detached from the reader's immediate social context. The result is that the reader's interpretative procedures may become confused and overloaded.

To bring to a conclusion, it can be said that, comparison more arguments support the relevance of using literature to the teaching of a foreign language and use of literary texts can be a powerful pedagogic tool. It seems that all advantaged mentioned above, result from authentic character of literature because both opponents and those in favor refer to this factor to prove their claim.

According to Stern (1991:116), integrating literature in FLT paves the way for equipping students with a number of skills. Most important of these skills include: cultural awareness; development of critical thinking; analytical skills; language skills. In other words, an integrated approach to the use of literature in the language classroom offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types (ibid). From the teacher's perspective, teaching using a literature based approach can be more difficult than using other approaches (Savvidou, 2004). First-time teachers may find it especially challenging, since literature-based approaches inherently have less structure than many other approaches. Teachers also may struggle with effectively assessing of learners' progress. Because literature based instruction is less widely used than other forms of instruction, teachers often spend hours choosing literature selections, as well as developing activities and evaluations that reflect the content (ibid).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

In this chapter, efforts are made to provide discussion on the major tasks carried out to undertake the research design and methodology. Therefore, the first section provides discussions on the type of the research design adopted for the study and the rationale for using it. The second section deals with the sampling procedure used to obtain teacher, student and classrooms sample. The third section presents the different research instruments used together with the reasons for using them in this study. The fourth and fifth sections provide the procedures employed for data collection and analysis respectively.

3.1 Research Design

The research design used in the study was mixing methods with that of concurrent type.

The reasons for choosing this research design type are as follows. To begin with, using mixing method serves collect both quantitative and qualitative data so that the data from the two sources will complement each other. Next when data are collected using different instruments, they will serve to offset the weaknesses one data source will have with the other. Finally collecting data using both quantitative and qualitative instruments has the significance for triangulation.

Thus, for the current study both quantitative and qualitative research methods were used to obtain data that would complement the two data sources and to triangulate the data to be collected. In such a way, the qualitative research design was used to collect data from textbook and classroom lessons using observation and to obtain data from participants using semi-structured interview check list. In spite of this, in order to compare, contrast and determine the relationship between the teachers and students views towards using literary texts, quantitative research design was used. The research methods used to collect quantitative data was questionnaires having close-ended items.

3.2 Sampling Procedures

The sampling techniques or procedures employed to obtain the study site and participants from which data were collected were given as follows. To obtain teachers' and students samples for the study, the sampling frame were those English language teachers and students of the school during the academic year, 2015/2016. Thus, two main categories of sampling strategies and populations were available to obtain samples. The first one is probability sampling, which is based on the concept of random selection. While the second one is non-probability sampling or non-random sampling.

3.2.1 The Study Site

For the present research work, the site for the study was Adami Tullu High School, which is found in Oromia Region, East Shoa Zone, Adami Tullu town about 100 kilometers far from Adama city. This was made so for the following reasons. For one since the present researcher has worked in this school for few years, it was believed that there would ease of access to subjects and the research site than doing the study at another site. For the other, since the researcher observed the problems for the study at this site, placing the study at the

same site was considered appropriate. As a result, using purposive sampling, from the non-probability sampling category the study site was determined to be at Adami Tullu High School.

However, to obtain teacher and student subject samples, the researcher dealt with these steps. First, the grade level selected for the study was Grade ten. This was because since in the school there are grade 9 and 10, using purposive sampling from the non-probability sampling category grade ten was selected for the reason that there was equal chance of selecting one of these grade levels and for the fact that students of grade ten have more exposure to learning EFL in high school.

To obtain teacher and student samples for the study, the sampling frame were those English language teachers and students of the school during the academic year 2015/2016.

This study was based on a combination of random sampling for EFL students and purposive sampling for English language teachers. The main aim for using both methods was to gather data in a limited period of time.

At the time of study, there were nine sections of grade ten with fifty students in each class. Therefore, the researcher used stratified random sampling and took 22% of the total population. It means that 99 of 450 total students in the school from which eleven students from each nine section and six teachers from eight teachers were chosen to take part in the study and in total there were one hundred five participants.

3.3.2 Sampling Participants

The participants were six Adami Tullu High School English language teachers and 99 sampled students of grade ten. A total of 99 students participated in the questionnaire data collection procedure. The consideration that only the teachers and the students were selected for the research was due to the fact that students are the main stakeholders while the teachers are curriculum implementers.

3.3.2.1 Sampling Teachers

The main aim of dealing with English Language teachers was to receive their points of view concerning the attitude and use of literary texts, such as, short stories as a resource for English language teaching and learning. Moreover, dealing with these teachers helped the

researcher find out how using or ignoring literary texts can or cannot influence the students' English language skills.

To obtain sample teachers for the interview and the classroom observation four teachers were sampled using simple random sampling. In such a way, the teachers sample selected for the interview and classroom observation were four and five respectively.

3.3.2.2 Sampling Students

This study was concerned with Adami Tullu High School students of grade ten of the 2008 E.C academic year selected randomly. The students involved in the investigation exposed to and learned the English language for eight years in the lower level and the middle school and two years in high school. The average age of the student respondents of the study was between 18 to 25 years. Moreover, the sample population was composed of 46 males and 53 females.

This particular grade level was chosen for the study due to the following reasons. First, Grade ten students were considered to have longer experience of learning literature. Second these students generally had the literature and language course as having higher English proficiency than their peers in grade nine. Third, they had already encountered some with the basic literature texts in their two years stay at the school. Fourth, the fact that, students of Grade Ten had more exposure to learn EFL in high school. Finally, they would relatively be more familiar with the types of literary texts.

This study was based on a combination of random sampling for EFL students. At the time of the study, there were nine sections of Grade Ten with fifty students in each class. Hence, the researcher used stratified random sampling and took 22% of the total population. It means that 99 of 450 total Grade Ten students at the school from which eleven students from each nine sections were randomly chosen to take part in the study. To obtain the student samples, the researcher dealt with these steps: First, the grade level selected for the study was Grade Ten. This was because since in the school there are grades nine and ten, using purposive sampling from the probability category, grade ten was selected for the reason that there was equal chance of selecting one of these group.

3.4 Instruments of Data Collection

Three types of data collection resources were carefully selected. The study utilized the combination of several methods to examine the same contextual situation with similar conclusions.

Both quantitative and qualitative data were of equal importance to this research.

Quantitative design provided the researcher with numerical data that can be measured.

Meanwhile, the qualitative method helped the researcher make a clear picture about the perception of literary texts in developing the overall language skills. Therefore, as per mixing method a mixing design adopted, a combination of both quantitative and qualitative data collecting instruments used were questionnaire, class room observation and interview.

3.4.1 The Questionnaire

The questionnaire was administered to 99 students. It was used to find out students' views concerning the topic of the study. Thus, students were asked to fill out the questionnaire to provide their views regarding how they perceived the inclusion and usage of the literary texts in English language learning in classroom.

Moreover, the questionnaire had three types of questions: multiple choice questions open and closed ended questions. The first types of questions require the respondents to choose between two possible answers whereas, in the second type of questions, the respondent would write answers using their own words. Finally, in the last section of questionnaire, the respondent would select possible answers from those given to them.

Accordingly, the advantages underlying in the use of the questionnaire in this research can be summarized as follows. It covers a large number of participants; it is easy to analyze, and it maintains the anonymity of the informants, and this makes them write more honest answers. Thus, the researcher followed different steps to ask appropriate questions since the construction of the questionnaire requires a delicate step in designing this research instrument. Therefore, the questionnaires were designed based on related literature and based on the different formats scholars designed for them. It was used to collect the necessary information, specifically to realize students' attitude of literature from 99 sampled students of the school. In such a way, the questionnaires having a total of 28 closed ended questions followed by 2 questions with 2 sub questions were distributed to sampled students.

The questionnaire consists of two parts; the first section focused on respondents' demographic profile such as their grade and gender. The second part used a five points Likert scale to gauge students' attitudes towards text selection and teaching methods.

3.4.2 Interviews

The purpose of interview used was to enrich the data collected from the textbook analysis, questionnaires, and classroom observation. Interviews were also used to collect information related to perceptions of teachers and students on the benefits of literary materials for teaching the English language. It supplemented the data collected from questionnaires, and classroom observation thereby to get their attitudes towards literary texts. Interview also helped discovered more ideas regarding the practical problems encountered by the teacher and students in using a particular literary text. For interview data collection, four grade ten English language teachers were used.

For the sake of the interviewees' consent, everything was jotted down by the researcher. The interview was used as a supporting material to the data collected using other instruments. Finally, the interview data were collected from individuals through a face-to-face conversation so that subjects can understand the situation or the topic that the researcher raised in the interview session.

Since the interview is concerned with four English teachers, the researcher used a semi structured interview because it is feasible for smaller groups. The respondents for the interview were selected using purposive sampling in order to investigate how they perceive using literary texts as a resource in EFL classes in one hand and to explore their views concerning the topic of the study. In such a way, to prepare the items of the interview, the researcher consulted literature review and related studies. Then, after designing the items, interviewer arranged the sequence or wording of the questions according to the answers and the arrangement of the items of instrument helped the interviewee to develop his ideas without restrictions.

3.4.4. Classroom Observations

Classroom observation was conducted in five classrooms two times each to see the real classroom activities of the teachers and students while they were working on literary texts. The observation for data collection was carried out using checklists. Thus, each of the five teachers sampled for the study were observed twice. As a result, the notes from the

observation check lists were analyzed and merged with interviews to teachers and of the students.

3.4.3 Data Collection Procedures

In this study, both quantitative and qualitative data were obtained from the participants sampled through the probability and non-probability sampling technique. Thus, the procedures used to collect the quantitative and qualitative data from teachers' and students' questionnaires, interviews, and classroom observation is given as follows.

Prior to the implementation of the instruments, first, permission was obtained from the school authorities by presenting a letter from Adama Science and Technology University. Then, the course teachers were informed about study and the topic to be studied including the data collection procedures. Next, the student samples were also informed about the study and its procedures. After they were given the necessary information about the instruction, the administration procedures and about the dates which were planned for data collection, the data were collected according to the schools' lessons program.

In this way, the questionnaires were administered to both students their English teachers by the researcher during their class time on January 1, 2016. However, to conduct the interview, teachers, who were selected randomly using random sampling technique, were used to collect the interview data using the interview schedule. The interview was conducted with four teachers. It took approximately 20 minutes to collect data from individual teachers. Finally, the observation, which carried out from January 4 to March 1, 2016, data were collected from the classrooms sampled using the check list prepared.

3.5 Data Analysis Procedures

The data obtained through interview, questionnaires, and classroom observation were analyzed qualitatively and quantitatively. That is, first, the quantitative data from the questionnaire were taken using the instruments and were checked for proper completion. Then, the data were changed into frequency and percentage. Next, the observation data from the check list were taken and changed into frequency and percentage. Then, the interview data were taken and prepared for use during the quantitative analysis. That is, it was prepared to develop general views from the teachers and the students towards the type of literary contents and its use in the classroom.

Finally, the data collected through interview was transcribed and coded into several significant themes. Moreover, each of the compiled notes and checklists from the questionnaires, the observation and the interview were summarized where they were compared and contrasted in order to make appropriate interpretations and conclusions to arrive at the findings of the study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter provides discussion, concerning the analysis and discussion of the data obtained from the quantitative and qualitative research methods. In so doing, first the data from the questionnaires were analyzed. Next, the data from the interview and class observation were analyzed. In the meantime, the findings from the data analysis were also given for each research method

4.1 Analysis of the Questionnaires Data

In this sub section, the data from teachers’ and students’ questionnaires data were analyzed and discussed using frequency and percent hereafter fr and %.

4.2 Students’ Questionnaire Data Analysis

This section tries to present the data analysis obtained from students’ questionnaire on various points of the study. It also presents the findings from the data analysis.

4.2.1 Students Background Information

Question 1 : Students’ demographic information

In order to draw a clear profile for the students involved in the present research work, information such as: sex and grade level profile were collected. Students’ answers revealed that a total of 99 grade ten students participated in the study. The participants represented almost equally both sexes (47of students are females, while the others are males).

Table 1: students’ interest to learn English and literature

No	Question item	Responses participants in frequency and percent									
		always		sometime		rarely		never		Total	
1	How interested are you__? to learn English	fr	%	fr	%	fr	%	f	%	fr	%
								r			

		5 3	54	-	-	35	35	1 2	12	99	1 0 0
2	reading literary texts <i>inYour</i> <i>language</i>	8 8	88	12	1 2					99	1 0 0
3	reading literary texts in English	1 0	9.9	-	-	22	21. 78	6 8	67	99	1 0 0

The fact that 53% of the students (table 4 item 1) are always interested in learning English language confirms that they possessed quite favorable attitudes towards learning English language.

About 35% of the students suggested that they have never interest to learn English and the rest 12% of the students like sometimes to learn English. While they asked whether they like to read literary texts in their language, (table 4 item 2) of the total respondents 88% are always interested in reading literary texts in their language confirms that they possessed quite favorable attitudes towards literary texts in their language. This could be because by learning literature in their own language, students are exposed to the culture of the texts they have hint about it and they could not face for language difficulties. Similarly, only 12% of the students reported that they were sometimes interested in reading literary texts in their language. This might be due to the linguistic, cultural and historical barriers that the students face when reading the texts.

It is illustrated in table 5 under item 3 that students' attitude towards reading the English literature component is less because overall, 68 percent of the students had never favorable attitudes towards the English literature while 22% rarely interested. However, only 10% of the respondents were always interested in reading literary texts given English in their textbook. It could be deduced that students with no positive attitudes towards the English literature were not showed their interest to reading literary texts given English in their textbook. Most students spent time trying to understand the plot and they could not move beyond that into a more in-depth literary analysis. As the lesson observation shows, this is probably because of there is lacked enjoyable and understandable activities while learning literature that prevented them from reading literary texts given in their text book as the lesson observation shows.

Table 2: Teachers' frequency of using literary texts

No	Question item	Responses infrequency and percent									
		Always		Sometimes		rarely		never		total	
	<i>How often does your teacher uses __?</i>	fr	%	fr	%	fr	%	fr	%	fr	%
1	<i>literary texts during the English lesson?</i>	30	30	-	-	10	9.9	60	60	99	100
2	<i>gives you various activities on the literary texts she/he uses.</i>	-	-	-	-	40	39.6	60	60	99	100
3	<i>uses various literary texts to teach the English language .</i>	-	-	11	11	9	9	80	79	99	100

As it is depicted in the above (table 6 item 1) more than half of the students 60% claimed that their teachers never used literary texts during the English lesson. However , 30% of the students admitted that their teachers always used literary texts during the English lesson. About 11% of the students claimed that their teachers rarely used literary texts during the English lesson.

When the students were asked whether their teacher gave them various activities on the literary texts (table 6 item 2) 40% of students claimed that their teacher rarely gives them various activities on the literary texts. However, the teacher has been using other languages to teach literature probably in order to help understand the texts better. Almost 60% of respondents blamed that the teacher has never given them various activities on the literary texts she/he used.

As it is seen in the above table item 3 a total of 80% of the students claimed that their teacher never uses various literary texts to teach the English language. While 11% admitted that their teacher rarely used various literary texts to teach them the English language and 9% of the

students respond that their teacher sometimes used various literary texts to teach the English language.

Question 3.1: If you are given a chance to choose among different kinds of literary text (short story, poem, novel...) which one of them do you prefer to learn? Why?

The preference of the students, (under question number 3.1) if they were given a chance to choose among different kinds of literary text, (short story, poem, novel...) are almost similar.

It could be summarized that, students found short story easiest to read as they are short and therefore not time-consuming, which enabled them to do other homework and participated in co-curricular activities.

Students also mentioned that the language was mostly manageable and therefore easy to understand. The plots were interesting, “like a movie”. Hence it could be concluded from the students’ responses short stories seemed to be popular among students.

Table 3: Types of skills learnt through literature

N	Question item												
4	<i>Your teacher use literary texts when she/he teaches</i>	reading		speaking		listening		writing		all		total	
		fr	%	f	%	fr	%	f	%	f	%	fr	%
		13	13	-	-	-	-	-	-	87	88	99	100
5	<i>Your teacher use literary texts</i>	vocabulary		grammar		pronunciation		all of them					
		fr	%	fr	%	f	%	fr	%	fr	%	fr	%
		65	6	22	22	-	-	12	1	9	1		

	<i>when she/he teaches</i>		6						2	9	0 0
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Though skills are not taught in isolation but in an integrated way when using literature in the language classroom. 87% of the students witnessed their teacher uses literary texts when she/he teaches all the four basic language skills like reading, writing, listening and speaking (table 7 item 4). While the students prefer reading are 13%. However, as the data show when using literature in the language classroom, skills have never taught are listening and speaking.

Most of the respondents (table 7 item 5). 65% expressed that their teachers used literary texts when she/he teaches vocabulary. In addition, 22% of the students believed that their teachers used literary texts when she/he teaches grammar whereas 12% of the students agreed that their teachers used literary texts when she/he teaches all language sub skills.

Table 8: Encouragement offered to the students

No	Question item	Responses in frequency and percent									
		always		sometime		rarely		never		total	
6	<i>Encourages you to read literary texts to improve your English.</i>	fr	%	fr	%	f	%	fr	%	f	%
						r				r	
		25	25	13	13	13	13	49	50	99	100
7	<i>Tries to explain the definition of terms used in the literary texts.</i>	-	-	-	-	47	48	52	52	99	100
8	<i>Uses the literary texts given in each unit.</i>	17	17	18	18	64	65	-	-	99	100

Majority of the students about 50% (table 3 item 6), claimed that their teacher had never encouraged them to read literary texts to improve their English create the feeling that they are using the language for real purposes. About 25% of the students argued that their teacher rarely encouraged them to read literary texts to improve their English while studying literary texts. Whereas almost equal number that is about 13% admitted that their teacher sometimes and rarely respectively encouraged them to read literary texts to improve their English key factors for language learning and acquisition

For the above statements, (table 8 item 7), a large number of the students with 48% agreed that their teacher rarely tries to explain the definition of terms used in the literary texts, while almost 52% were claimed that their teacher never tried to explain the definition of terms used in the literary texts. However, no one did witness that his/her teacher always used the literary texts given in each unit

For the above statements (table 8 item 8), a large number of the students with 65% agreed that the literary activities given in each unit rarely used by their teachers. Almost equal number of

the student that is 17% of the students and 18.2% admitted that their teacher always and sometimes used the literary texts given in each unit respectively.

Table 9: Students' attitude towards using literary texts

No	Question item										
		always		sometimes		rarely		never		total	
		fr	%	Fr	%	fr	%	fr	%	fr	%
9	<i>are useful in the teaching and learning</i>	1	1	-	-	2	21	6	6	9	100
		2	2			1		7	7	9	
10	<i>beneficial for students' academic development</i>	1	1	4	4	5	5	7	7	9	100
		3	3					8	8	9	
11	<i>Using literary texts for the lesson has any problem</i>	1	1	18	1	6	64	6		9	100
		7	7		8	4		4		9	

This item (table 9, item 9), sought to find out whether or not the students have positive attitude towards literary activities introduced in the course which would serve as teaching aids for the English language class. As cited above, the least number of the students with 67.7% argue that, the literary activities taught in the class would never always benefit them, while almost 12.1% were thought that literary texts are always useful in the teaching and learning process. 21.2 percent of the students showed that literary texts are rarely useful in the teaching and learning process. The above data and the result of lesson observation prove the fact that the students dissatisfied with the literature lessons when their teachers provide activities in the classroom.

The data demonstrated (table9 item10), that the vast majority 78% of the respondents never thought that reading literary texts is beneficial for their academic development whereas 13% were thought that reading literary texts is always beneficial for their academic development. Almost 05% of the students were rarely thought that literary texts are beneficial for their academic development. And 04% of the respondents thought sometimes literary texts is beneficial for their academic development.

Literary texts are generally known for their none examination - oriented approach, so perhaps it was not surprising to find that 89% of the students admitted that they always consider that using literary text for the lesson has problem (table9 item11), .Only 11% consider that using literary text for the lesson has never problem.

4.1.2 Teachers' Interview Data Analysis

The data obtained from interviews was classified into categories based on the interview questions and merged with classrooms observation. The responses given to each question were analyzed and discussed under each question. Certain quotations were used to represent participants' genuine thoughts.

4.1.2.1 Teachers' frequency of using literary texts

Question 1: How often do you use literary texts for teaching and learning of the EFL lesson?

To this question, Teachers one, two, and three indicated that they rarely use literary texts for teaching and learning of the EFL lesson. The result of classroom observation also indicates that most teachers rarely use literary texts for teaching and learning of the EFL lesson. In spite of this, one of the respondents, that is, about quarter of the number of the teachers claimed that he used literary texts for teaching and learning of the EFL lesson.

4.1.2.2 Purposes of teaching literary texts during the lesson

Question 2: Can you please tell me for the purpose you use literary texts during the lesson?

Teacher 1: - It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult languages can be used outside the class. In addition, literary texts are often rich with various meanings and can be effectively mined for discussions and sharing feelings or opinions. However, asking learners to examine sophisticated or nonstandard examples of language (which can occur in literary texts) could make them confuse of the norms of new language use they are learning. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Despite the above mentioned advantages as a teacher I am not practicing it because of the language difficulty with my students.

Teacher 2: - Some says literature contains knowledge about humanity, our beliefs, our self perception, our philosophies, our assumptions and our interactions with the world at large. However; I am not clear with the purpose of using literary materials in the English class room, because some ideas cannot be expressed adequately in simple language and the lessons. Literature allows you to experience the cultures and beliefs of others which add nothing to yours but devastating. Study of literature enhances our appreciation of history's complexity which has nothing to do with the language. Literature is time consuming because it has hidden meanings that we will have to search and analyze.

Teacher 3: - Literature is a tool of self-examination. You will see your own personality or habits or assumptions in literature. The experience may even be painful. Study of literature sharpens our language skills and teaches us new and valuable techniques for communication. Like good music, poetry uses wordplay, rhythm, and sounds to take the reader into an emotional confusion and therein deliver its message.

Teacher 4: - Exposure to old ideas and old ways of looking at old assumptions which is mostly from foreign, it is deviated from modern ways of vocabulary acquisition and understanding improved ability to write. I can provide evidence for my conclusion of a story or poem when we explain it. Literature can train and exercise our ability to weep for those who are not us or ours. As we grow, we expand those circles to our families and friends, and perhaps to our neighborhoods, towns, cities, states or countries. As it uses difficult language, it does not make my students better, more diplomatic decision maker and a more capable leader for their future life.

4.1.2.3 Teacher's Methodology of teaching literature

Question 3: Tell me please those techniques you use when you teach literary texts in class?

Teacher1: - I usually explained about the text, referring to the writer's life or his purpose for writing the text. I did not emphasize on the cultural elements of the texts, perhaps due to time constraint or the lack of supplementary materials. There did not seem to be a variety of activities during literature classes. Almost all the classes had similar sequence of activities during literature. For weaker classes, I would read aloud and sometimes asked students to take turns to read. I then asked questions and checked if students had any questions about the text. Then, there would be an explanation by me, followed by note taking. For very weak classes, I apparently always translated word by word while for average class, teachers only translated unfamiliar words. Finally, students were given exercises and sometimes asked to do these in groups. Good morning, coming.

Teacher 2: - Students are generally known for their examination-oriented approach, so perhaps it was not surprising to find that some of the students that only read the texts to enable them to do well in examinations. Most of the time I use their own languages to teach literature, so my students accepted for I am doing so to do so, in order to help them understand the texts better. None of my students said the teaching strategies used by me were boring. The way literature is taught is not very useful for examinations'. Interestingly, when asked, students showed negative attitudes towards literary texts.

Teacher 3: - Students from all class were not especially satisfied with my teaching technique. They usually complain that there are no notes given to them as any other topics like grammar. After my explanation, the students are divided into groups and allocated different parts of the text to work on. I then asked students to write their own script for their drama which was later performed in front of the class. Students were not always agreed that dramatization made it difficult for them to understand and remember information concerning the texts.

Teacher 4: - I always explain elements of the texts especially the plot as it could be confusing. I sometimes try to incorporate group work into literature lessons. However, my students are not willing to participate in any activity if it was not reading

4.1.2.4 Types of literary activities teachers prefer red to use in EFL classrooms

Question 4: What are the types of activities that you use in class to teach literary texts?

Teacher 1: - The types of activities I usually give are simple enough for the students to understand. I always give them tasks that should be within their abilities to sufficiently stimulate them though they felt dissatisfied with literary work. These activities are largely oral based like reading aloud.

Teacher 2: - Even though literary texts are difficult to teach speaking skill, the kinds of activities that I gave emphasis to work well on are speaking activities that have an obvious communicative value. By setting situational criteria for selection of classroom activities to be done with literary texts among the literary texts given in the text book, I sometimes try to help them.

Teacher 3: - I give them different activities in the classroom. The activities are focused on reading and writing, especially reading aloud. Individual reading and also some group activities were used, for instance, rewriting the stories with different endings and making story maps. Sometimes I try to use games and crossword puzzles. Most my students felt that both reading comprehension and discussion based activities were not necessary in the journey of learning a language.

Teacher 4: - Before I go to the classroom I always try to identify whether the activities could develop cultural and language awareness in the students. In addition the activities I give to my students need not too much of any specific kind of background knowledge. Moreover I always try to provide to my students a guideline to understand literature, feel free during the activities for instance in classroom activities while they work in group.

4.1.2.5 Students' difficulties when reading a literary text

Question 5: Do you think that teaching EFL lessons using literary texts brings any problem to teachers?

Almost all the teachers share the same thought concerning the usefulness of literary texts in enhancing students' writing abilities. Almost all the respondents have similar response for this question. Their responses could be summarized as the following manner. In teaching literature, they are very uncomfortable with works or passages that are existed with difficulty. They feel like it is their fault that they sometimes don't understand more and they dislike the feeling

enough to put what they were reading. They feel there are better things to do with their time or that teaching literature should not be something one works at.

4.1.2.6 Students' interests towards learning EFL literary texts

Question 6: What is the level of your students' interests towards learning EFL literary texts?

More than half of the teachers (50%) evaluate their students' interests towards learning EFL literary texts as an average. Meanwhile, 25 % of them consider their students having a poor level. Furthermore, 25% evaluate their students never have good interests towards learning EFL literary texts.

4.1.2.7 Students' Benefits from Reading

Question 7: Please tell me the benefits your students got from using literary text to develop their language skills.

Teacher 1: - Though it is challenging to put into practice the whole benefits of literature in our school, literature is an important component of language teaching at all grade levels because of the many benefits it offers. It is a relaxing escape from daily problems, and it fills leisure moments. Making time for recreational reading and using high-quality literature help to develop enthusiastic readers and improve achievement. Students expand their horizons through vicarious experiences. They visit new places, gain new experiences, and meet new people. They learn about the past as well as the present and learn about a variety of cultures, including their own. They discover the common goals and similar emotions found in people of all times and places. Literature provides a language model for those who hear and read it. Good literature exposes children to correct sentence patterns, standard story structures, and varied word usage. Students for whom English is a foreign language can improve their English with the interesting context, and all children benefit from new vocabulary that is woven into the stories.

Teacher 2: - Like other language sub skills, discussions of literature is not an easy task to deal with reasoning related to sequence; cause and effect; character motivation; predictions, and settings. Students can find difficult stories to read and puzzles to solve cannot serve as for creating stories of their own. By finding out about the problems of others through books, students develop fear as if it were dealing with their own problems.

Teacher 3: - Literature helps establish career concepts. For students who have limited knowledge of occupations, literature expands their ideas for potential careers. Multicultural literature helps reader's value people from different races, ethnic groups, and cultures. Children from such populations gain self-esteem by seeing themselves represented in books, and mainstream children begin to appreciate others from culturally diverse backgrounds. The carefully crafted, creative illustrations in picture books develop children's awareness of line, color, space, shape, and design. Some illustrations complement or reinforce the story, whereas others enhance or extend the text.

Teacher 4: - If there were students who could easily understand literary materials, they would have got different kinds of advantages by reading literary materials in their textbooks as well as

outside of their textbook. Literature integrates the curriculums which supplement and enrich any part of the curriculum. Literature improves reading ability and attitudes. It is believed that reading literature resulted in increased reading ability, improved attitudes towards reading, and increased reading rate.

4.1.3. Classroom Observation Data Analysis

All the five teachers were observed twice each. So, there were ten classroom observations. The observations aimed to find out how the teachers and students dealt with the given literary materials in their text book in English language classrooms. It also aimed to discover some practical problems they encountered when used literary texts and to identify whether or not the classroom activities matched the teachers' and students' attitudes about literature in the language classrooms. Another reason for the classroom observation was to find out whether or not the teachers used various activities on the literary texts she/ he used and give the students home works as well as guidelines materials correspond with the teachers' and students' attitudes about literature in the language classrooms.

The checklist devised and used for the classroom observation focused mainly on: the types and focus of classroom activities, and the relationship among the teachers' and students' views on using literary texts in the language classroom activities.

The result of the classroom observation yielded that the teachers skipped some parts of literary materials given in each unit. Most of the teachers observed in each class during the time of observation did not give home works to the students on literary materials in the textbook and did not encourage their students to read literary texts at their free time. During the observation time, most of the teachers were not seen when they provided the students guidelines to understand literary texts during activities.

In addition, these teachers did not use literary texts to teach EFL major skills like listening, speaking, reading, and writing. Moreover, the definition of terms used in the literary materials was not properly explained. Furthermore, most students were not interested to read literary materials in their text book during the EFL classrooms.

Observations of classroom activities also shown few teachers started their lessons by asking students some questions about the main message of the literary materials and by writing down each event on the board. They assigned students into some groups to work on the literary activities in the textbook. Few students tried to write some short sentences next to the information provided leading to a short summary of the literary materials, explaining the meanings behind the words or sentences, answering comprehension and discussion questions and identifying if the sentences about the main events were true or false.

In both the lessons observed, it was noticed that only some activities allowed for students to express their own opinions and feelings or to draw on their experiences. Although there were few students who actively participated in the classroom tasks, most of them never expressed any ideas or opinions. What could be seen as the problem was that there was an element of vagueness in the instructions the teacher gave. As a result, some students kept asking the teacher what to do in some activities. The activity for students was gaps filling, answering true/false statements and comprehension questions. In the lesson observed, the teacher did not provide much chance for students to express their opinions or feelings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter tries to provide the summary, the conclusions and the recommendation of the study. In so doing, it tries to provide summaries and conclusions on the overall research efforts made on the study. It also provides recommendations, based on the conclusions and the findings of the study to provide solutions to the research problem.

5.1. Summary

This study had attempted to explore the teachers' and students' attitude along with how the teaching of literature can be made more accessible to EFL students, incorporating the selection of literary texts.

A significant number of students blamed themselves for their lack of understanding, and their motivation to continue reading literature dropped significantly.

This paper argues that teaching literature enhances students' cultural understanding; their perception of other cultures and societies. Teaching literature facilitates critical thinking and improves language skills of the students. All these advantages are the results of using the authentic nature of literature. Moreover, literature stimulates learners to solve mysteries and answer questions. By learning literature, students are exposed to various cultures as well as various styles and levels of English language.

Short stories seemed to be popular among students. Students found them easier to read as they are short and therefore not too much time-consuming. They enable them to do other homework and can participate in co-curricular activities. Students also mentioned that the language it used is mostly manageable and therefore quite easy to understand.

Students found the issues in the poems or the themes mostly boring. More importantly, they found poetry difficult to understand as they considered “every word to have their own underlying meaning” and it was hard to figure out the real message in the poems. Besides, poems and novels were not popular among students.

5.2. Conclusions

In conclusion, the findings showed that the students and teachers possessed negative attitudes towards learning the English literature. Students did not believe assist their English language acquisitions. Apart from that, their attitude towards literature could also governed by the external factors (teachers, and additional materials) as well as the activities and techniques use in the classrooms.

As attitudes can be modified by experience, more effective teaching strategies, that could be implemented by English teachers, can encourage students’ gain positive attitudes towards the English language literary texts.

For the students’ the linguistic level of the text and sometimes the cultural unfamiliarity hindered their comprehension of the texts. It is good if the teachers expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class. Also, literature is often more interesting than the texts found in course books.

Data from this study suggested that students were generally satisfied with the short stories but were less eager about the poems and novels. It is better if more choices are provided and students are allowed to choose those which suit their interest and language level.

5.3 Recommendations

Texts should not be so culturally dense that outsiders feel excluded from understanding the essential meanings of texts and the learners as well as the teachers should not be offended by textual content. It is better if more choices are provided and students are allowed to choose those texts which suit their interest and language level.

- It is better if the teachers offer students more challenging and interesting literary texts and activities that will get them involved on a deeper level and create the feeling that they are using the language for real purposes.
- The students should not feel that reading literature is another boring task they have to do, but something that can bring them pleasure, enjoyment and personal satisfaction
- Teachers are expected to play big roles in students' education not only by sharing knowledge to students but also by helping shape students' attitudes towards education, schools and more specifically towards the subjects which they teach.
- To do this, teachers need to be properly trained and equipped with proper knowledge and skills to successfully accomplish their tasks.
- Perhaps another skill that teachers need to acquire is the ability to produce their own supplementary materials.
- Thus, instead of relying only on teaching materials from the Ministry of Education or using textbooks for reference materials, teachers can learn how to get information through the internet, for example, and adapt them to suit their students' proficiency level and interests.
- Teachers can use activities where students would get materials to practice their creative and critical thinking skills, such as, writing their own scripts, staging drama or even creative writing.
- Using multi stage asking tasks in groups for large classes also enables students to rotate tasks so that they can try a variety of activities and work at their own pace.
- The responsibility of selecting teaching literary texts should be delegated to English language teachers of each school.

- The language teacher should take into account the needs, the motivation, the interests, the cultural background and the language level of their students.
- Finally, it is suggested that more research needs to be conducted on the teachers' and students' perception of literature. Other possible future research areas, which can help improve the teaching of literature in EFL contexts are students' reading interests and teacher training.
- One of the many ways to motivate students to read literature is through better text selection. Thus, one of the criteria in text selection is probably students' interest and abilities. As students come from different background, interest and abilities, the possible option is to choose texts which vary in terms of genres, topics and language level. Reading materials which draw upon students' backgrounds are desirable. This does not deny the value of reading about the unfamiliar literary texts.
- Language teachers, for example, can make listening comprehension and pronunciation interesting, motivating and contextualized at the upper levels by playing a recording or video of a literary work or by reading literature aloud themselves.
- Having students read literature aloud contributes to developing speaking as well as listening ability. Moreover, it also leads to improving pronunciation. For instance, pronunciation can be used as the focus of the before, during, and / or after the reading activities.

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Appendix 1

Interview Consent Form

Dear teacher;

I have selected you as an interviewee for an educational study. The aim of the study is to assess EFL teachers use of literary texts for the teaching and learning process. Thus, as you have agreed to provide information for the study through the interview, I will jot down our discussions on the study.

However, I would like to assure you that, the information you will provide for the study will be kept confidential and nobody will have access to it. Besides, I would like to inform you that, you have the right to ask questions for clarification, to withdraw from the interview any time you want and to provide information that you are doing on the use of literary texts for or the teaching and learning of the EFL lesson.

Interviewee

Interviewer

Name: _____

Name: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Appendix 2

Teacher s' Interview Guide (Questions)

1. How often do you use literary texts for teaching the EFL lesson?
2. Can you please tell me for what purpose you use literary texts during the lesson?
3. Tell me please those techniques you use when you teach literary texts in class?
4. What are the types of activities that you use in class to teach literary texts?
5. Do you think that teaching EFL lessons using literary texts brings any problem to teachers?
6. What is the level of your students' interests towards learning EFL literary texts?
7. Please tell me the benefits your students get from using literary text to develop their language skills.

Thank you very much

End of the Interview

Appendix Three

Classroom observation checklist

Date _____ Grade _____ Section _____

- | No | Items | Options |
|----|--|-----------|
| 1 | Does the teacher use literary texts given in each unit? | Yes No |
| 2 | Do the students enjoy reading literary texts in their text book? | |
| 3 | Does the teacher give the students various activities on _____ the literary texts she/he use? | |
| 4 | Does the teacher give homework on literary activities? | |
| 5 | Does the teacher encourage students to read literary texts at their free time? | |
| 6 | Does the teacher provide _____ e guidelines to the students to understand literary texts during activities? | |
| 7 | The teacher uses literary texts to teach the EFL major skills (reading, speaking, listening, _____ and writing)? | |
| 8 | Does the teacher try to explain the definition _____ of terms used in the literary texts? | |
| 9 | Are the students interested to read literary texts given in the text book? | |

Appendix Four
Student's Questionnaire